



Chester Park Elementary School of Inquiry

835 Lancaster Highway
Chester, South Carolina

Grades	PK-5 Elementary School	
Enrollment	405 Students	
Principal	Dena Dunlap	803-581-7282
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	Average
2005	Below Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

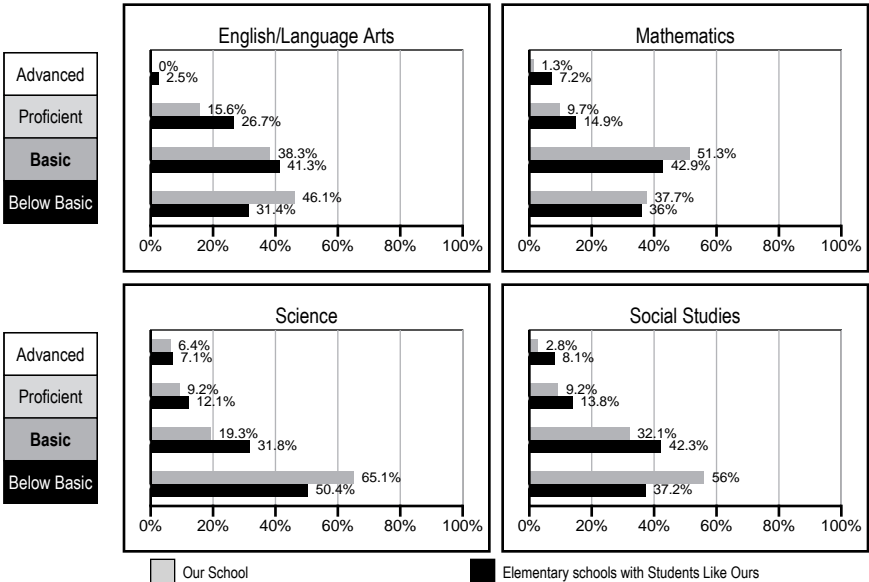
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	64	36

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=405)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.7%	Down from 7.3%	3.1%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	3.5%	Up from 2.7%	4.3%	10.4%
With disabilities other than speech	11.4%	Up from 9.2%	7.9%	7.5%
Older than usual for grade	0.7%	Down from 3.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 61.3%	54.3%	56.7%
Continuing contract teachers	63.6%	Down from 67.7%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.3%	Up from 57.6%	83.7%	86.4%
Teacher attendance rate	93.0%	Down from 95.9%	94.9%	94.9%
Average teacher salary	\$43,635	Up 5.6%	\$43,955	\$45,345
Professional development days/teacher	15.1 days	Down from 16.8 days	13.2 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.1 to 1	16.8 to 1	18.5 to 1
Prime instructional time	86.7%	Down from 89.0%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$10,055	Up 14.0%	\$7,854	\$7,052
Percent of expenditures for instruction*	51.3%	Down from 57.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	48.8%	Down from 55.8%	62.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Chester Park Elementary School of Inquiry (CPESI), located within the Chester Park Complex, serves approximately 400 students in grades Pre-K through 5. Our modified calendar, inclusive of intersessions, allows our students to be in school on a more continuous cycle so that learning is less interrupted by long summer vacations. Intersessions, scheduled at the end of each nine week grading period, offer both remediation and enrichment. Classes, such as Author’s Study and Math Games, expose students to a wide variety of skills and learning experiences that create enthusiasm for learning.

CPESI has experienced a successful 2007-2008 school year, striving to provide students with real-life challenges and activities that engage them in the inquiry process and prepares them for successful futures. Teachers continue to implement inquiry-based learning across the curriculum.

Increasing parental involvement continues to be a goal for our School Improvement Council (SIC), Parent Teacher Organization (PTO), and faculty. Activities and programs have included: FAST (Families And Schools Together); Grits for Grandparents; CPESI Newsletter (weekly); PACT Parent Workshops; Veteran’s Day Program; Spring Carnival, Spaghetti Supper, Children’s Book Week; Fall, Winter, and Spring Evening Programs; and Junior Achievement. The faculty, staff, SIC, and PTO continually assess the effectiveness of our instructional programs and parental involvement activities for the purpose of improving the academic, social, and emotional growth of our students.

Our Leadership Team has played an important role in assessing our academic needs for school improvement. PACT and MAP data were analyzed and used by classroom teachers to provide appropriate instructional opportunities for all students. Related Arts teachers conducted tutoring sessions during the school day. Students were placed into “focus groups” based on MAP results in reading and mathematics and were provided small group instruction in these areas on a weekly basis. Student success is important at CPESI as we recognize STAR Students of the Month, Principal Scholars, Honor Roll, My Personal Best, Safety Patrol, VIP Boys Club, Star Ringers Bell Choir, Jump Rope Team, MAP Achievers, Special Olympics, Art Exhibits, 4-H Club, Our School Rocks Morning Show, Geography Bee, Spelling Bee, and Class Attendance STARS.

The state’s Alternative Technical Assistance funding has allowed us to continue to employ a full-time Science Coach and fully implement science kit instruction. It has also allowed us to provide tutoring programs daily for all grades in the mornings and afternoons. Promethean Boards have been installed in fifteen out of seventeen K-5 classes, art and music classrooms, computer lab, and Media Center to increase the use of instructional technology. Professional development was provided for administrators, faculty, and staff on the Revised Bloom’s Taxonomy and best practices for teaching across the curriculum. We have so much to be proud of at Chester Park Elementary School of Inquiry, and we will continue to “reach for the STARS” as we strive to teach our students the skills they need for successful futures.

Dena Dunlap, Principal | Marsha Commodore, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	26
Percent satisfied with learning environment	91.7%	91.1%	70.8%
Percent satisfied with social and physical environment	95.8%	73.3%	76.0%
Percent satisfied with school-home relations	56.5%	75.6%	83.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.8%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	165	100	43.8	36.4	17.9	1.9	22.8	33.7	48.2	No	Yes
Gender											
Male	91	100	47.7	34.1	15.9	2.3	22.7	28.6	41.7	N/A	N/A
Female	74	100	39.2	39.2	20.3	1.4	23	39.3	55	N/A	N/A
Racial/Ethnic Group											
White	21	100	21.1	31.6	42.1	5.3	47.4	42.7	60	I/S	I/S
African American	142	100	47.5	36.9	14.2	1.4	18.4	24.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	50	25	15.6	9.4	18.8	12.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	143	100	45	37.1	16.4	1.4	20.7	25.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	165	100	35.8	49.4	11.7	3.1	23.5	33.3	45.8	No	Yes
Gender											
Male	91	100	35.2	50	11.4	3.4	26.1	33.5	45.6	N/A	N/A
Female	74	100	36.5	48.6	12.2	2.7	20.3	33.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	21	100	21.1	47.4	21.1	10.5	42.1	45.9	59	I/S	I/S
African American	142	100	37.6	49.6	10.6	2.1	21.3	20.3	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	46.9	31.3	12.5	9.4	28.1	14.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	143	100	35	50.7	11.4	2.9	22.1	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	119	100	61.2	18.1	12.1	8.6	20.7	23.3	35.7	96.3	95.4
Gender											
Male	67	100	59.4	20.3	7.8	12.5	20.3	26.4	37.4	96.3	95.1
Female	52	100	63.5	15.4	17.3	3.8	21.2	19.7	33.8	96.4	95.7
Racial/Ethnic Group											
White	19	100	35.3	11.8	29.4	23.5	52.9	35.3	49.2	93.9	94.9
African American	99	100	66.3	18.4	9.2	6.1	15.3	10.3	17	97	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.9	95.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	85.3	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.1
Disability Status											
Disabled	25	100	58.3	12.5	16.7	12.5	29.2	13	14	96.1	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	89.8	96.1
Socio-Economic Status											
Subsided meals	101	100	64.3	18.4	11.2	6.1	17.3	13.5	21.1	96.2	94.9

Social Studies

All Students	115	100	53.5	32.5	9.6	4.4	14	23.9	34	96.3	95.4
Gender											
Male	63	100	53.2	32.3	9.7	4.8	14.5	26.7	36.6	96.3	95.1
Female	52	100	53.8	32.7	9.6	3.8	13.5	21	31.3	96.4	95.7
Racial/Ethnic Group											
White	11	100	30	40	20	10	30	33.9	44.5	93.9	94.9
African American	102	100	56.9	32.4	6.9	3.9	10.8	13.3	19.1	97	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.9	95.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	85.3	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.1
Disability Status											
Disabled	22	100	54.5	27.3	9.1	9.1	18.2	15.1	14.4	96.1	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	89.8	96.1
Socio-Economic Status											
Subsided meals	101	100	56	32	10	2	12	16.6	21	96.2	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	73	100	26.1	49.3	21.7	2.9	24.6
	4	55	98.2	45.1	41.2	11.8	2	13.7
	5	57	100	57.9	29.8	8.8	3.5	12.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	35.6	33.3	31.1	0	31.1
	4	71	100	41.4	37.1	18.6	2.9	21.4
	5	47	100	55.3	38.3	4.3	2.1	6.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	73	100	34.8	47.8	15.9	1.4	17.4
	4	55	100	44.2	42.3	9.6	3.8	13.5
	5	57	100	36.8	49.1	8.8	5.3	14
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	40	44.4	13.3	2.2	15.6
	4	71	100	35.7	47.1	12.9	4.3	17.1
	5	47	100	31.9	57.4	8.5	2.1	10.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	38	100	83.9	16.1	0	0	0
	4	55	100	80	14	6	0	6
	5	29	100	66.7	18.5	11.1	3.7	14.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	56.5	8.7	17.4	17.4	34.8
	4	71	100	64.3	17.1	12.9	5.7	18.6
	5	23	100	56.5	30.4	4.3	8.7	13
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	44.1	41.2	14.7	0	14.7
	4	55	100	60	30	6	4	10
	5	30	100	71.4	25	3.6	0	3.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	36.4	45.5	13.6	4.5	18.2
	4	69	100	57.4	27.9	11.8	2.9	14.7
	5	24	100	58.3	33.3	0	8.3	8.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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